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An instructional system designed to implement the objectives of the Southwest Regional Laboratory (SWRL) Reading Program is currently under development. This document defines the program objectives, content, content sequence, and pedagogical strategies for each outcome area. A description of the program's instructional activities, their sequence, and their relation to program objectives are also included. Specifications for the initial segments of the program are described in detail. Many decisions for the design of the instruction in the latter parts of the program sequence are not yet finalized. (Author)

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OBJECTIVES AND STRUCTURE OF THE SWRL READING PROGRAM, BLOCKS 1-8

Roger O. Scott

The Laboratory's Reading Program is an instructional system composed of materials and teaching procedures designed to help elementary school children become effective, independent readers. The purpose of this document is to provide a general description of the Program objectives, content, and pedagogical strategies for instructional Blocks 1-8.

OBJECTIVES AND CONTENT

Blocks 1-8 of the SWRL Reading Program emphasize the acquisition of decoding skills, a sight reading vocabulary, and a proficiency in reading comprehension. Although these outcome areas are interrelated with respect to content, they are distinguishable in terms of task specifications. Each area is described below in terms of component skills, content domain, and content sequencing.

DECODING SKILLS

Word reading can either be taught by sight word instruction or by helping students acquire decoding skills. The decoding or "sounding-out" strategy is emphasized in the Program. This is because decoding skills make it possible for a student to read a wide variety of extra-Program materials--materials which inevitably contain words that can be sounded out, but have not been taught and learned in classroom instruction.

Decoding is a rubric that embodies the following important subskills: identifying the appropriate grapheme units in a word, pronouncing the correct phoneme for a given grapheme, and blending two or more phonemes

into a continuous vocalization. The bases of this process are the rules of correspondence--the associations between letters and the sounds the letters represent. One of the first tasks in the design of the Reading Program was the selection of a lexicon and subsequent specification of the most useful set of correspondence rules. This was accomplished by (1) constructing a 9000 word lexicon containing a representative sample of words in the recognition vocabulary of six to nine year old children, and (2) determining the correspondence rules needed to decode approximately 90 percent of the one- and two-syllable words in the lexicon (Berdiansky, et al., 1969). The next step was to determine the most appropriate sequence for teaching these correspondences (see Berdiansky, et al., 1971). Although several variables influenced this sequencing, the primary criterion was productivity; letter-sound relationships occurring frequently in the lexicon were sequenced before the less productive correspondences.

Approximately 5000 words can be formed from the 92 single letter and digraph correspondence rules included in the content of the first five of eight instructional Blocks. Many additional words can be formed using the structures (affixes, compounds, and contractions) included in the content. These letter correspondences and structures are listed in Table 1. The words selected for use in instruction are listed in Appendix A. There are several hundred vowel-consonant and consonant-cluster letter combinations in these words. Table 2 catalogs the correspondences for words used in the instructional materials of Blocks 1-5.

Table 1

Letter-Sound Correspondences in Program Content

Block	Primary Vowels		Secondary Vowels		Consonants		Consonant Digraphs & Other Letter Units		Structures	
	letter	sound	letter	sound	letter	sound	letter	sound	letter	sound
1	a	/a/			b	/b/			plural s or 3rd person singular s	/s/
	e	/e/			d	/d/				
	i	/i/			l	/l/				
	u	/u/			n-nn	/n/				
					p	/p/				
					s	/s/				
					t-tt	/t/				
2	e	/ē/	ee	/ē/	c	/k/	ck	/k/		
	o	/o/			f-ff	/f/	sh	/sh/		
					g	/g/	th	/th/		
					h	/h/	th	/th/		
					j	/j/				
					k	/k/				
					ll	/l/				
					m	/m/				
					r	/r/				
					ss	/s/				
					w	/w/				
					x	/ks/				
					y	/y/				

Block	Primary Vowels		Secondary Vowels		Consonants		Consonant Digraphs & Other Letter Units		Structures	
	letter	sound	letter	sound	letter	sound	letter	sound	letter	sound
3	a	/ā/			c	/s/	ng	/ng/	ing	/ing/
	e	/ē/			g	/j/			es	/ez/
	i	/ī/			pp	/p/			's	/s/
	o	/ō/			v	/v/			's	/z/
	u	/ū/			z	/z/			ed	/ed/
	e	silent							ed	/t/
	o	/ů/								
	y	/ē/								
	y	/ī/								
4	a	/ə/	ay	/ā/	bb	/b/	ch	/ch/	er	/r/
	a	/ȯ/	ea	/ē/	dd	/d/	dge	/j/	ful	/fəl/
	e	/ə/	ea	/e/	mm	/m/	le	/əl/	ly	/lē/
	i	/ə/	oo	/ū/	rr	/r/	qu	/kw/	y	/ē/
	i	/e/	oo	/u̇/	zz	/z/	tch	/ch/	compounds	
	o	/ə/	ow	/ō/			wh	/w/		
	u	/ū/	ow	/ou/						
	y	/ē/								
5	a	/ā/	ai	/e/			igh	/ī/	be	/bē/
	a	/o/	ai	/ā/			kn	/n/	de	/dē/
	u	/ū/	au	/ȯ/			mb	/m/	contractions	
			aw	/ȯ/			wr	/r/	est	/est/
			ew	/ū/					re	/rē/
			oa	/ō/					tion	/shən/
			oi	/oi/					ture	/shu̇r/
			ou	/ou/						
			oy	/oi/						
			ue	/ū/						

Table 2

Vowel Consonant Combinations and Consonant Clusters in Program Content

Block	Vowel+ Consonants*	Vowel+ Consonants+ Final e*	Initial Consonant Clusters
1	ad ăn ann and ap at en et id il in ĭp it ub ud up us ŭt utt		
2	ack am amp ash ăsk ass ath ed eed eep eet ell elp em ent ep es ext ick ig ill im itt ix ob ock od ond op ot ox uff ug um ump un ush(əsh) ust		dr gl gr sm st sw tr
3	ang ank ant(ă) app ar ard ark art end est eth ett ing ink ipp ir ird irl irst irt ish om ong opp or(ôr) or(ûr) ork(ôr) orm(ôr) orm(ûr) orn(ôr) ort(ôr) ott uck unk ur urb urn urt	ack ade afe age ake ame ate ave eeze ice ide ike ile ime ine ipe ire oke ole ome ope ore ove(ōv) uge ule une ote	br cr fl fr pl sk sn sp str sl tw

Block	Vowel+ Consonants*	Vowel+ Consonants+ Final e*	Initial Consonant Clusters
4	abb add aff aft all app atch each(ēch) ead(ĕd) eak(ēk) eak(ĕk) eal(ēl) eam(ēm) ear(ēr) ear(ĕr) east(ēst) eat(ēt) eel enn elt emp ench enn er ich idd if ild(īld) imm imp inch ind(īnd) ind(ĭnd) irr(ēr) itch ite izz og old oll(ōl) oll(ŏl) ood(o͞od) ood(o͝od) oof(o͞of) ook(o͝ok) ool(o͞ol) oom(o͞om) oon(o͞on) oop(o͞op) oor(o͞or) oot(o͝ot) orch ork(ûr) oss owd(oud) owl(ōl) owl(oul) own(ōn) own(oun) ubb uch udd ul(o͝ol) ull(o͝ol) unc(k) unch und ung unn urr ush(o͞osh) uzz SCHWA Sound al an ast en ess est et il in is it om on or orn oth ov	ance are(år) arge eave edge else ence idge ince one(ōn) orse udge urse SCHWA sound ome one ove	cl scr spr squ thr sc
5	aid ail ain aint air al(ŏl) all(ŏl) amb arg (soft) ash(ŏsh) at(ŏt) atch(ŏtch) ault aund awf awn eck ev ic igh ight imb ist oad oap oar oard oat oil oin oud ound our out umb	ane ange aste oice ife	

*Vowel consonant combinations are defined as a vowel (or vowel digraph) followed by one, two, or three consonants.
Pronunciation key: ăct, dâre, ĕbb, ēqual, īce, hŏt, ōver, sông, bo͝ok, out, ŭp, ûrge, Schwa = a in alone.

Several skills are taught and/or reviewed prior to the introduction of decoding instruction. One of these is the ability to identify and name letters--a skill which facilitates the handling of classroom instruction on letter-sound correspondence rules. Another facet of initial reading instruction is the blending of segmented word sounds. Aside from promoting blending skills, this instruction is intended to help students acquire the concept that known words are composed of discrete sounds.

SIGHT WORD VOCABULARY

Sight words are those which students can recognize without sounding out their component parts or deducing through the use of context cues. In the Program, a sight word vocabulary is acquired in two ways: (1) repeated practice on words that are initially learned through a decoding process and (2) practice on words that are taught only as sight words. In early Program activities, 16 sight words are introduced. This is done so that students can begin to read meaningful textual materials quickly, without having to wait until they have mastered letter-sound correspondences and blending skills. Thereafter, approximately 15 percent of the words used in the Program materials are taught as sight words. These are words whose pronunciation is governed by infrequently used correspondence rules or words incorporating higher frequency correspondences that have not yet been taught. These Program words are listed in Table 3. All other words are taught by decoding. More than 1300 words are introduced in the Program. The number of words included in each of the eight instructional Blocks is detailed in Table 4.

Table 3

Sight Words in the Program Materials

Block	Words
1	I, will, go, play, there, with, me, you, are, on, the, log, to, we, Snap, slip, still, tent, here, let's
2	is, a, put, out, has, his, all, of, from, now, want, down, this
3	Peggy, said, Steve, Maria, Rosa, Roberto, give, have, do, was
4	what, who, wait, were, they, your, where, as, walk, magic, giant, does, woman, soup, been, many, very, one, once, gone, answer, friend, saw, boy, door, floor, flood, dwarf, castle
5	could, would, should, couldn't, wouldn't, shouldn't, open, over, hotel, pony, notice, baby, paper, lazy, gravy, flavor, tiny, tiger, spider, Friday, finally, caught, straight, naughty, daughter, taught, whistle, listen, often, talk, half, school, chorus, stomach, echo, schoolteacher, other, feather, weather, brother, bother, live(vb), deliver, ever, even, never, Eric, Mr., Mrs.
6-8	Words in these Blocks have not, as yet, been classified as sight words or decodable.

Table 4

Number of Words in Program Storybook Content

Block	Words learned as sight words	Words learned by decoding	Total Words
1	20	20	40
2	13	49	62
3	10	220	230
4	29	255	284
5	47	254	301
6			307
7			319
8			313
TOTAL			1856

Note: Words in Blocks 6-8 have not, as yet, been classified as sight words or decodable.

COMPREHENSION

In order to utilize decoding and sight word vocabulary skills, a student must acquire the ability to comprehend the meaning of what he is reading. In the initial segments of the Program, instruction on comprehension focuses upon (1) environmental referents and semantic properties of potentially confusing lexical items and (2) literal interpretation of textual materials.

Following the suggestion of Bessemer and Jenkins (1972), the content of these comprehension objectives is bounded by the lexicon and syntax of the reading materials provided in the Program; the introduction of new words and syntax prescribes instruction and assessment.

The lexicon of Program materials is a subset of the previously mentioned 9000 word recognition vocabulary for six to nine year olds. The criteria used to construct this lexicon have been described by Berdiansky et al., (1969). The syntax that the students are asked to read has been defined by the Program's storybook specifications (Sullivan et al., 1969; Sullivan, 1971; and Cronnell, 1972). The structures in the specifications are, to a large extent, based upon children's oral language as partially described by Hatch (1970). Materials written according to these specifications have been the subject of several analyses, the purposes of which were to insure that the syntax avoided stilted and unnatural structures and did not pose serious interpretation problems (See Fiege-Kollman, 1972 a and b; Coker, 1972; and Pfaff, 1972). In general, the syntax can be characterized as progressing from simple to complex structures and, within the limitations of available lexicon, corresponding to standard spoken English.

ADDITIONAL PROGRAM CONTENT

Many Program objectives are taught and practiced by means of illustrated reading material. All student materials are written to include only words that the students have previously practiced, or words which are composed of previously practiced correspondences.

Table 5 shows the number of storybooks, number of new words introduced, and number of words per book. A more detailed description of this information can be found in the Laboratory documents by Sullivan and Cronnell cited above.

Other important aspects of the reading materials include the type of characters, the story settings, and the significance of the story plot. The materials have been designed to provide diversity within each of these categories, and to emphasize story types that are particularly appealing to primary grade students. Early materials describe the adventures of talking animals. Later materials include other types of fantasy characters and a more varied selection of settings and themes. Materials in the latter sections of the Program deal almost exclusively with realistic fiction characters, again with a wide range of settings and themes. The character types, settings, and themes of the Program stories in each instructional Block are summarized in Table 6.

Current plans for Blocks 6-8 call for greater emphasis on language processing skills and use of school library resources. Specifications for use of these objectives and the associated instructional materials will be provided in a future Laboratory document. When completed, this facet of the Program may require some change in the number and kind of stories provided.

Table 5

Specifications of Program Storybooks

Block	Number of Books*	Average Number of New Words Per Book	Total Number of Words Per Book
1	16	2.5	30-100
2	21	3.0	90-150
3	29	7.9	240-410
4	51	5.6	330-490
5	55	5.5	550-800
6	56	5.4	550-800
7	66	5	600-900
8	67	5	600-900

* For Blocks 7 and 8, the number of books refers, in part, to book-length chapters of novels. Figures for new words per book in these Blocks are approximate.

Table 6

Content Summary of the Program Stories

PRIMARY THEME OF EACH STORY	NUMBER OF STORIES IN WHICH THEME IS FOUND			
	Blocks 1 & 2	Blocks 3 & 4	Blocks 5 & 6	Blocks 7 & 8
Self-acceptance and self-confidence	3	3	27	15 & 1 novel
Problem solving	4	15	16	8 & 1 novel
Nature	1	11	14	10 & 1 novel
Social values	29	49	54	32 & 5 novels

PRIMARY CHARACTER TYPES INCORPORATED IN EACH STORY	NUMBER OF STORIES IN WHICH CHARACTER IS FOUND*			
	Blocks 1 & 2	Blocks 3 & 4	Blocks 5 & 6	Blocks 7 & 8
Children	---	2	28	26 & 1 novel
Adults in the community	---	35	26	20 & 1 novel
Adults with unusual or exciting occupations	---	1	26	5 & 3 novels
Adults in far-away lands	---	14	9	5 & 2 novels
Realistic animals	---	7	7	4
Fantasy characters	37	19	18	6 & 1 novel

PRIMARY SETTINGS INCORPORATED IN EACH STORY	NUMBER OF STORIES IN WHICH SETTING IS FOUND			
	Blocks 1 & 2	Blocks 3 & 4	Blocks 5 & 6	Blocks 7 & 8
Urban life	---	39	52	36 & 3 novels
Rural life	---	---	15	14
Far-away places, present and past	37	35	35	14 & 3 novels
The future	---	3	3	1 & 1 novel
Other	---	1	9	1 novel

* For some Blocks, the total number of characters excedes the total number of stories because many stories have more than one main character.

PEDAGOGICAL CONSIDERATIONS

Specifications of the instructional procedures to be used in Blocks 1-4 have been completed. The procedures, as they relate to sight words, decoding, and comprehension, are described below.

READING SIGHT WORDS

Several pedagogical reasons have been advanced for including sight word training in a reading program that stresses decoding skills. Koehler, et al., (1971) state that "Many words essential to sentence construction, such as function words... contain correspondences which are too complex for early reading instruction" (p. 2). These authors also make the observation that research on phonics instruction has shown that the very first phonics skills are acquired only with considerable instructional time, and therefore, "To delay reading experience until the child has mastered some basic phonics skills would only serve to reduce the young child's interest in learning to read" (p. 3). Accordingly, a small number of words which can be used to prepare interesting stories are taught as sight words in the beginning of the Program. Thereafter, only words judged to be useful for writing high interest stories but containing letter correspondences which are relatively difficult or infrequent are taught as sight words. These words are introduced at intervals and, to reduce potential interference effects, are generally grouped together in word learning and story reading activities.

The words taught by the sight method at the beginning of the Reading Program and those that are taught by this method at intervals throughout the Program are introduced with flashcards. This presentation mode was selected, in part, because of research indicating that learning sight words in a list format is either as effective or possibly more effective than when the words are learned in a sentence context (Koehler, et al., 1971). The teacher presents the word on a card, reads it, and asks students to read it. Typically, three such words are taught in one activity. Following the suggestion of Koehler (1971), teachers are advised to continue practice with these words so that the learners acquire a high level of reading proficiency before reading stories containing the words.

Acquisition of the sight word vocabulary is assessed by means of group-administered unit tests--five to six tests per Block of instruction. Students mark a word on a page that matches an orally-presented word. Okada and Besel (1972) have described these testing procedures and instruments in detail.

Low scores on the word-reading section of the unit test indicate a need for additional instruction. Program materials designed for individual or small group-administration are provided for this purpose.

READING DECODABLE WORDS

Strategies for instruction on skills required to sound out and read decodable words have been the subject of extensive Laboratory research, including successive tryouts on the Beginning Reading and Communication Skills Second-Year Programs (for a representative presentation of these

tryout data, see Hanson, et al., 1970; Sullivan and Majer, 1970; Resta and Hanson, 1971; and Scott, 1971). The teaching procedures, including segmenting strategies for decodable words, the sequence of classroom activities, and the relationships between materials and objectives, are based upon these investigations. They are described below.

Activities at the beginning of the instructional sequence teach children to vocally blend two orally-presented sounds--a skill which contributes to the ability to blend letter sounds in visually presented words. Activities of this sort have been described by Koehler (1972b).

Contrastive word training is also begun early in the instructional sequence. Activities, which ask students to discriminate between sight word pairs such as me and we, will and with, are designed to teach students to attend to the total set of letters in a word rather than make a decision on the basis of inappropriate cues such as a beginning letter, word length, etc. Koehler (1971) has described how exercises built upon content of this sort can "...exploit letter-sound relationships to develop scanning-encoding skills..." (p. 5). In these activities, the teacher first pronounces one of two words such as the and there, and asks students to identify the matching flashcard. The teacher then asks the students to read the words.

After completing the activities described above, students begin activities designed to teach letter sounds. With the exception of digraphs, geminate consonants, and consonant blends, students are presented with a single letter grapheme and the appropriate phoneme is pronounced by the teacher. The students are then asked to pronounce the phoneme. This grapheme is then generally combined with the grapheme of a previously

learned letter-sound in order to make a vowel-consonant (VC) combination, and the students practice blending the separate letter sounds in this VC. The pronunciation of the VC is then practiced in the context of several words which also occur in a subsequent story-reading activity. Digraphs, geminate consonants, and consonant blends are not separated into single-letter sounds. Otherwise, these word elements are taught and combined into VC units according to the procedure outlined above.

When a new word incorporating a previously practiced VC is introduced, the word is sounded out using the VC as a single unit. Koehler (1972a) has argued that this decoding strategy reduces articulatory and processing difficulties (as compared to a single-letter approach) and, because the number of word elements is less, makes the phoneme blending task easier.

The instructional activities described above focus first on letter sounds and then upon combining letter sounds into words. This type of reading instruction is frequently termed a "synthetic approach." Another type of activity in the first units of the Program is a "decomposition" exercise. Students first practice dividing a word into its component sounds. One or more of these sounds is then combined with other letter sounds and is used to synthesize new words. Koehler (1972a) has described how training of this sort helps a student recognize that words are composed of separate letter sounds and that new words can be formed by changing the position of the letter sounds.

At the same time that the students are learning letter sounds and storybook words, other types of instructional activities are specified to help them learn to pronounce and blend letter sounds. These activities, similar to the Beginning Reading Program "Word-Attack Exercises,"

incorporate four words. The instructional sequence within these activities is as follows: Lessons begin with the teacher presenting the first word, sounding out the word segment-by-segment, and asking the students to repeat the word. The remaining words are then presented, the teacher calls for the sound of each word segment (one segment will be the same as the first word), and then the students are asked to blend the phonemes, i.e., read the word. This procedure is continued for the remaining words. There are several variations of this instruction. Each is described below:

1. Approximately one-half of the activities of this type ask students to sound out and blend words that have the same VC. This is done in order to teach students to search out and use VCs as a decoding unit.
2. Additional activities include words that contrast the medial vowel, e.g., bat, bit, bet, but, or the medial vowel and final consonant, e.g., bat, bed, bin, bum. The relative difficulty of learning word elements in these positions has been described by Koehler (1972a). Summarizing an argument by Rudegeair, Koehler (1972a) states that "It would thus seem important to give the beginning reader opportunities to contrast medial vowels and final consonants so that discrimination of and attention to these letters and letter positions would develop" (p. 7).

The words used in each of the above activities are listed in Appendix B. Practice in sounding out and reading these words is designed to teach the use of a particular strategy for sounding out a word that the student does not know. This strategy consists of the following steps:

1. Search for a grapheme unit for which the phoneme has been learned.
   a. Look first for an initial consonant or consonant blend.
   b. Look next for a VC (or VCC in the case of a geminate consonant or consonant-digraph).
   c. Look next for a final consonant.
2. Sound out the phonemes for the grapheme units that have been identified. If the VC cannot be sounded out, sound out the VC letter-by-letter.
3. Read the word.
4. If the word is presented in a sentence, check the sounded out word against the other words to see if it matches in terms of syntax and meaning.

The same unit tests that are used to assess the acquisition of non-decodable word vocabulary are used to assess proficiency in decoding. Two separate skills in decoding are measured--(1) reading decodable words that have been practiced in the preceding instructional activities and (2) letter-sound and blending skills applied to previously unpracticed, decodable words. Items require the student to match one of a set of printed alternatives to the orally presented word. The measurement of decoding skills has been described by Okada and Besel (1972).

Low scores on either reading the Program words or letter-sound and blending skills indicate the need for additional instruction. The materials that are provided for this purpose have separate sections which correspond to the divisions of the unit test.

COMPREHENSION

When a child misinterprets the meaning of a word or punctuation as used in a story, the activity loses some of its potential as a meaningful and interesting reading experience. For this reason, the reading of materials in the Program is preceded by a Comprehension Exercise that provides practice in interpreting the meaning of new words (or old words with new meanings), the more complex examples of new syntax, and new punctuation. When student responses indicate that the meaning of the words, or the structure in which they are used are not understood, teachers are advised to teach (1) words by illustrating the appropriate referent group of objects or events and (2) the structure by paraphrasing the meaning. Examples are provided to illustrate how the teacher can provide this type of instruction.

Practice on the literal interpretation objective is provided by supplying the teacher with questions to ask as the students read the Program's storybooks. Questions call for an answer that can be found (in a structurally transformed phrase) in the text. Questions that call for a prediction of future events and questions that call for an evaluative response to a story are included in Blocks 3-8.

Comprehension is assessed by items included in the aforementioned unit tests. Each item consists of an incomplete sentence with three alternate words (selected from newly introduced lexical entries), one of which must be selected to give the sentence meaning. The completed sentence is an example of a newly introduced syntactical structure. Since this section of the assessment instrument is designed to measure

comprehension as opposed to decoding skills, the test administrator provides any words that students cannot read. Details of these procedures are discussed by Okada and Besel (1972). Low scores on the comprehension items are followed by suggested reading activities.

PROGRAM STRUCTURE

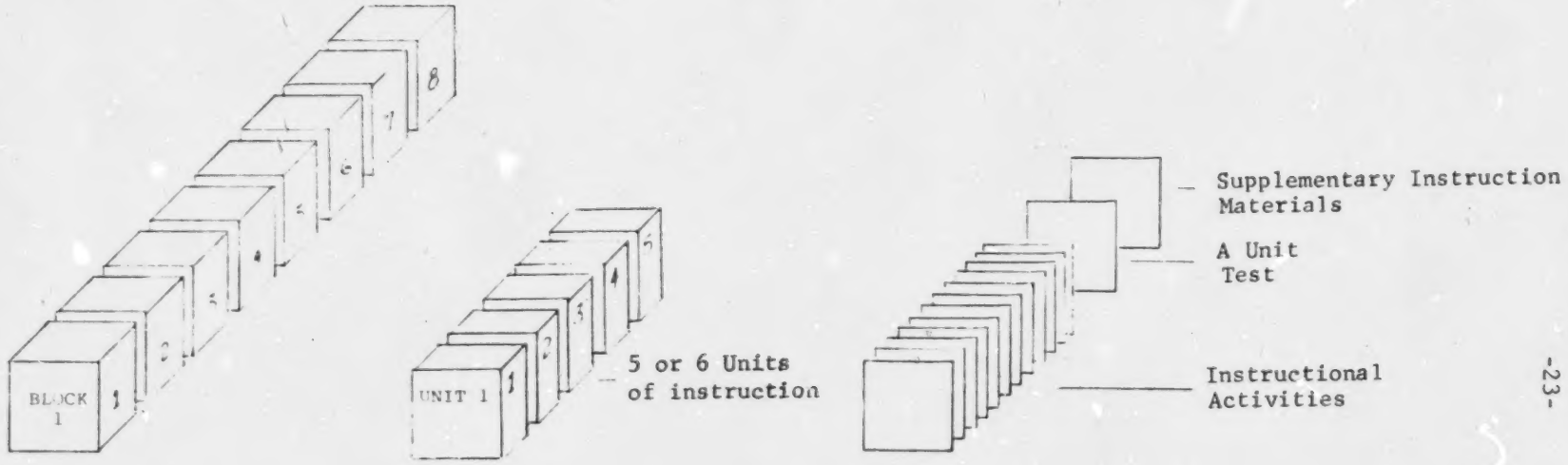
For instructional management convenience, the Program is organized into eight instructional Blocks of five or six units each. Temporal aspects of progress through the Program are dependent upon priorities placed on the objectives. A typical pacing schedule based on the continuing progress of an entering kindergarten pupil is two Blocks of instruction per academic year. First grade students with no prior reading instruction may be expected to make more rapid progress in the first Block. An accompanying placement test indicates the Block of instruction which is the most appropriate entry point for students who enter the Program with prior reading instruction.

Decoding instruction and practice continues from Block 1 through Block 8. Instruction on the subskills needed for word decoding is concluded in Block 1, and the letter-sound correspondences are introduced in Block 1 and continued through Block 8. Non-decodable words are introduced at intervals throughout the Program. Instruction on comprehension objectives begins with Block 1, continues through Block 8, and is accorded increasing emphasis in the latter parts of the Program.

In each unit children first learn new letter-sound correspondences and then new words incorporating these correspondences. These words are subsequently practiced in the context of a story. In the first

four Blocks, activities of this sort are interspersed with sounding out and blending instruction. When sight words are introduced, the following activity is a story containing the new words. These unit activities are followed by assessment, then by supplemental instruction and review. To illustrate the sequence of instruction in a typical Program unit, the activities for Block 2, Unit 1 are listed in Appendix C.

The Program structure, including the Blocks, the units within the Blocks, and the instructional activities within units, is summarized in Figure 1. The sequence of initial instruction, assessment, and supplemental instruction is followed for each of the Program units. In each unit, assessment items and supplemental instruction content are keyed to the instructional objectives of the initial instruction.



The Program is divided into eight blocks of instruction

Each Block consists of ...

Each Unit consists of ...

Fig. 1. Structure of the Reading Program.

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APPENDIX A

Storybook Words*

Block	Unit	Book Number	Learned as Sight Words	Learned by Decoding
1	1	1	I will go	
		2	play there here	
		3	with me	
1	2	4	you are	
		5	on the log	
		6	to we let's	
1	3	7		it Ann
		8		in Nat
1	4	9		Tip pit Pat
		10	Snap	sit
		11	slip still	Lil
		12	(words with plural s)	
1	5	13		did and land
		14	tent	let den
		15		us up Tut
		16		band tub Bud
2	1	1		mud must am
		2	is a put	
		3		run trip drum
		4		help hill him

*Words listed for Blocks 5-8 are tentative. Some words will be reclassified, others will be added or deleted as this segment of the Program is developed.

Block	Unit	Book Number	Learned as Sight Words	Learned by Decoding
2	2	5		pond stop not
		6	out has his	
		7		Dash smash ship
		8	this	them path
2	3	9		see tree need
		10		he she be
		11		Ruff fell fun
		12	all of from	
2	4	13		keep mask ask
		14		went swim wet
		15		cut camp can
		16	now want down	
2	5	17		trick back rock
		18		dig glad grass
		19		jump just job
		20		yell yes yet
		21		box next fix
3	1	1		think yelling playing ducks going[1] thinking tricking tracks lid tell ham sack
		2		Pan but that lend slam set bend pick
		3	Peggy said	then get Mom trunk Dad Kim Jack Russ
		4	Steve Maria Rosa Roberto	sank bank Beth Bob

Block	Unit	Book Number	Learned as Sight Words	Learned by Decoding
3	2	5		shut sitting napping getting shutting putting Wink pin stick shell nap bad
		6		sunk stuck rest sad lock wish ten well Skip
		7		needed wanted jumped landed asked bam steep had met sat top
		8		napped spotted stopped nipped thank skipped Dot bent
	3	9		dish fish boxes smashes dishes fishes crashes mop socks crack pack tin crash
3		10		slid duck's man's Pan's Tip's Ann's man
		11		strong thing bring king ring best dip hid bed
		12		rang sang sing song long sink trucks
		13		ate made gave take came spell net for
	4	14		cave game same safe late bang
		15		hide ride time mine fire hot
		16		bike side mile tire hiked hike shade lake
		17		hole snore woke note smoke nest Pip Mat send sent
3		18		more home rope broke hope pipe wipe like
	5	19		sneeze breeze freeze mule June at
		20		fly sky try by my hop pop spin

Block	Unit	Book Number	Learned as Sight Words	Learned by Decoding
3	5	21		ice space huge place page
		22		mice nice rice race poke cage stove
		23		far cart hard jar star tank
	6	24		park dark car start yard face twice luck
3		25		or short horn storm shop
		26		corn fork fort Sport torn part mark bark
		27		girl first third bird turn
		28		dirt shirt hurt stork curb worm
		29	give have do was	big
4	1	1		fishpond without[1] into[1] upset upon
		2		jumprope fireplace inside bedtime work homework ant
		3		thinker rider runner keeper swimmer
		4		later longer shorter jumper sticker outside[1]
		5		badly gladly hardly sadly shortly
		6		dust funny rocky dusty lucky Shorty
		7		dirty stormy tricky muddy hilly steeper
		8		witch catch pinch much sandwich lit melt

Block	Unit	Book Number	Learned as Sight Words	Learned by Decoding
4	2	9		lunch porch chin bench sticky catchup
		10		queen quick quicksand which when bell
		11		quit quack white while why scratch
		12	what who wait	her than
		13		stay way pay may day
		14		today hay maybe Sunday say wheel
		15		eat sea hear near beast
		16		scream teacher gray seat each squeak
	3	17		soon broom room moon poor
		18		noon zoo pool leave reach too food seal
		19	were they your	if
		20		slowly snow window glow follow
		21		grown blown show scoop cool roof throw bowl
		22		fall ball small tall call
		23		old gold troll cold told
		24		roll scold sold goldfish hold borrow

Block	Unit	Book Number	Learned as Sight Words	Learned by Decoding
4	4	25	where as walk magic giant	
		26		find kind mind child wild
		27		spread bread thread bear pear
		28		head instead wear fold forehead tear
		29		took good shook foot look
		30		cook book stood read wood firewood
		31	does woman soup	so no
		32		now town how cow crown
		33		growl clown bow goodby crowd frown
	5	34		some son come nothing done
		35		bull playful pull careful push
		36		bush brown Bashful helpful bulldog full
		37		empty jolly dizzy hungry ready
		38		hurry happy candy spoonful taffy plenty
		39	been many very one once	
		40		jungle bottle gentle middle bubble

Block	Unit	Book Number	Learned as Sight Words	Learned by Decoding
4	5	41		little uncle rattle story simple puzzle
		42		purse prince else dance bridge
	6	43		horse edge since fudge fence saddle puddle
		44		after thunder enter happen forest
		45		cover under wonder large kitten basket
		46	gone answer friend saw boy	
		47		canyon pencil bandit stubborn bottom
		48		pumpkin goblin mirror sudden person darkness rabbit
		49		away alone above across balloon
		50		along alike rascal tennis breakfast fireman
		51	floor door flood dwarf castle	
5		1		rain nail afraid sail paint
		2		loud round about ground around
		3		boat road soap goat float
		4		fair stair hair chair airplane

Block	Unit	Book Number	Learned as Sight Words	Learned by Decoding
		5		roar board our sour devour
		6		lawn fault laundry yawn awful
		7		oil voice choice coin toy
		8		blue glue new few threw
		9		before behind began return decide
		10		high night right light fight
		11		knee knock know knot knife
		12		wrap wrong write wreck wrist
		13		lamb limb thumb dumb plumber
		14		potion vacation invention attention question
		15		capture creature future picture adventure
		16		taste danger waste change strange
		17		wash watch walrus water swallow
		18		can't didn't you're isn't aren't
		19	don't won't	I'll he'll she'll
		20		who's that's what's it's
		21		smallest strangest largest longest cleverest

Block	Unit	Book Number	Learned as Sight Words	Learned by Decoding
5		22	could would should couldn't wouldn't shouldn't	
		23	open over hotel pony notice	
		24	baby paper lazy gravy flavor	
		25	tiny tiger spider Friday finally	
		26	caught straight naughty daughter taught	
		27	whistle listen often talk half	
		28	school chorus stomach echo schoolteacher	
		29		other feather weather brother bother
		30	live(Vb) deliver ever even never	
		31		beach cliff problem leader cry
		32		wall ear green drop every
		33		shrink birthday doctor size bang
		34		bug children gift pen ink
		35		baseball bat score team sister
		36		burglar ladder tickle silver cape
		37		turtle backwards bet dollar farther
		38		princess mean drink live name

Block	Unit	Book Number	Learned as Sight Words	Learned by Decoding
5		39		ranch chicken able shed peck
		40		slide sneak ticker nickel wow
		41		monster red kick angry ugly
		42	Eric	pepper dinner glass shelf stir
		43		pig thin pickle feed week
		44		cat flea fur pest bath
		45		spy fog bus street scar
		46		rubber pretzel jet speak twist
		47		off self seem felt hand
		48		sleep hit ran feel scare
		49		real grow make end save
		50		plan till fast pile last
		51		got fine left seen smile
		52		bake important grocery potato tomato
		53	Mr. Mrs.	rob fox tie
		54		bounce coach always champion shot
		55		loaf dough bakery favorite butter
6[2]		1		dive sunny summer because swamp
		2		ski award winter better record Oliver

Block	Unit	Book Number	Program Words
6		3	carnival barrel cannon brave chance
		4	snake hose sound hiss shovel
		5	poem mouse lion clever house
		6	flake cake kitchen slice spill Penelope
		7	zebra discuss stripe color black
		8	merry-go-round knob music surprise mane
		9	popsicle enjoy explain heat worse
		10	monkey desk class chase pet
		11	cloud November sprinkle river month
		12	miss puff parents unhappy blew
		13	trumpet tune drive noise terrible
		14	mustache vegetable any chocolate aunt
		15	camera pretend alley kidnap police
		16	money store fruit guard owner
		17	sailor rode ruin shout alligator
		18	visit grandfather father mother family

Block	Unit	Book Number	Program Words
6		19	five only bracelet case found
		20	clue crime sweater thought rescue
		21	scientist creep famous rocket silent
		22	tunnel bright realize dangerous worry
		23	bald barber spaghetti wig razor
		24	touch brag pass field slippery
		25	train railroad reward sorry jail
		26	inventor thirty magnify puppy pair
		27	hound nose hunt chipmunk sniff
		28	kite earth knew heard carry
		29	country quiet peanut crunch stand
		30	shore wave drown breath feet
		31	enough tough rough laugh cough
		32	ghost most post move prove
		33	ache promise buy recipe lemon
		34	invisible bunk syrup wizard thirsty
		35	develop recognize different photograph prize

Block	Unit	Book Number	Program Words
6		36	camel desert lemonade eyes trail
		37	midnight coward fright graveyard dare
		38	mail letter stamp dear envelope
		39	machine bit doubt restaurant people
		40	halloween jack-o-lantern skeleton closet haunt(ed)
		41	acrobat elephant trapeze somersault perfume
		42	diamond brass shine punish rust
		43	golden palace dragon dreadful men
		44	freckle measles silly guess rid
		45	walnut impossible hammer press tap
		46	flour might forbid learn oven
		47	trouble easy cheese sign mole
		48	milk shower dairy faucet connect
		49	honest dishonest sheriff nuisance disguise
		50	idea act couch auction arm
		51	through oh bought discover jewelry
		52	eagle dead weak wing grateful

Block	Unit	Book Number	Program Words
6		53	calendar egg easter year January
		54	skate march line square past
		55	appetite biscuit table skinny mouth
		56	submarine these teeth metal close
72		1	necktie television flower wore kept
		2	telephone strength radio cast use
		3	braces lips tight dentist crazy
		4	gorilla crocodile lizard odd splash
		5	tomb climb comb pyramid again
		6	yesterday description also trace held
		7	menu hamburger sundae beautiful joke
		8	station somebody love matter hat
		9	marshmallow tumble grab switch soft
		10	already purple powder curtain stage
		11	diet disappear fat bite weigh

Block	Unit	Book Number	Program Words
7		Novel 1	
		1	automobile curious vehicle whirl wierd
		2	certain emerge extinct dinosaur sabertooth
		3	frisky distant sight suffer startle
		4	blimp drift mascot perform request
		5	nibble silence inspector inspection notify
		6 (End Novel 1)	billboard dawn depart farewell otherwise
		12	market hour hen farm barn
		13	suitcase California pardon
		14	crook steal fake hello lamp
		15	shoe clothes tailor their sew
		16	pound dry spice chips plain
		17	point busy finish exactly smart
		18	clock early spring nine sharp
		Novel 2	
		1	commotion museum prowl unpleasant locate
		2	peculiar groan investigate helpless mystery

Block	Unit	Book Number	Program Words
7		3	prevent panic struggle unseen mysterious
		4	detective dislike scowl carelessness explanation
		5	priceless remains mummy inscription reply
		6	worthless vanish conceal identical appearance
		7	shriek shudder terror paralyzed noiselessly
		8 (End Novel 2)	smuggle transport contact unsuccessful seize
		19	robe stool cents count horrible
		20	beet garden neighbor world dummy
		21	none pocket quite lesson expensive
		22	lift speed mess modern leak
		23	finger strike toss pitch please
		24	dam wife mountain flat wake
		25	whale fin flip flop deep
		26	spend dine shoulder pane destroy
		Novel 3 1	throne bride fierce fearless sincerely
		2	knight armor awkward cobbler

Block	Unit	Book Number	Program Words
7		3	capsize rapids quest cruise
		4	trespass porcupine quill sneer snooze
		5	detour brook pasture pleasure
		6	slumber clover elf harp
		7	grip perch thorn view
		8	brute amusing astonish duel pathetic
		9 (End Novel 3)	wed committee declare deed royal
		27	squeeze tomorrow pail sauce juice
		28	circle tide paddle starve together
		29	dream lie behave difficult true
		30	thaw tale curse fool golly
		31	canoe island calm damage
		32	gum tug rule plug front
		Novel 4 1	crate parrot voyage dock contain
		2	pirate conversation west several cigar map
		3	clatter burst avoid collision hull
		4	deck deserve harbor crew mast

Block	Unit	Book Number	Program Words
7		5	furious error plank confess
		6	gravel foilage knelt slope
		7	repay risk attend chuckle allow
		8 (End Novel 4)	drowzy proceed caution
		33	rainbow underneath banana yellow plum
		34	stream brought pot excited uncover
		35	cabin direction animal imagine probably
8^2		1	stretch bone rack beg
		2	boss artist cost mix footprint
		3	shrimp crab lobster shell shallow
		4	boot extra toe six
		5	shave cream sweet whip
		6	delay medicine city wagon practically
		Novel 1	
		1	valuable commit witness solve saxophone
		2	behavior information clank officer scheme
		3	complicated accept strict admit

Block	Unit	Book Number	Program Words
8		4	blot address apartment hermit mansion
		5	portrait beware decay raven
		6	crept clung glimmer hunch balcony
		7	robot nozzle master prank squirm
		8	hut lantern likable obedient maze
		9 (End Novel 1)	bravery duet shack comfortable create
		7	piano such plate three
		8	peach fuzzy beard smooth shiny
		9	drill burn burnt matches apologize
		10	bee buzz sting stung
		11	owe library librarian free least
		12	planet telescope astronomer speck clean
		13	electric candle diary slept
		Novel 2 1	avalanche boulder assist antenna powerful
		2	courteous immediate enable angrily permit
		3	crater hostile navigate successfully shield

Block	Unit	Book Number	Program Words
8		4	chat east south impolite lack
		5	inhabit delighted effort reverse comical
		6	assistance empire previous require rumble
		7	due estimate ridge aid munch
		8	plaster quality layer obtain trench
		9 (End Novel 2)	uninjured enable insist invitation kindness
		14	valentine mad frog present worst
		15	helicopter propeller passenger fan
		16	chimney smell choke string blanket
		17	pelican cheap share beak dime
		18	trade brake cotton price shake
		19	seed patch grape plant row
		20	raft pillow sense bundle
		21	step writer written unknown
		22	itch chest owl howl
		Novel 3 1	climate constant drizzle fleet Japan

Block	Unit	Book Number	Program Words
		2	misty pier hurricane gasp enormous
		3	octopus beneath dangle
		4	cove cozy clam scavenger intelligent
		5	restless tangle descend pry untangled
		6	searchlight hoop rise birthplace coax
		7	rare sigh penniless souvenir
		8	wealth mermaid sardine aquarium student
		9	moonbeam rehearse audience applause
		10 (End Novel 3)	glide glimpse grumble guide fame
		23	actress remember poodle noodle
		24	web build rip
		25	jelly jam serve
		26	grouchy vote Thanksgiving eaten peek
		27	gopher rhinoceros toothache leopard usually
		28	bag carton hang ripe apple
		29	north pole froze Santa Claus fill
		30	club nonsense alright low

Block	Unit	Book Number	Program Words
8		Novel 4	
		1	advertisement attempt cripple creek boast
		2	journey gulch victory defeat proof
		3	trudge search bandanna scarce whether
		4	fever arrival brief sympathy moan
		5	poisonous dusk occur obvious odor
		6	buffalo stampede trample herd reflection
		7	terrific peddler selfish valley refuse
		8	permanent silence approach threat regret
		9 (End Novel 4)	disappointed launch soar summit triumph

[1]made up, in part, of a previously learned sight word.

[2]Words in Blocks 6-8 have not, as yet, been classified as sight words or decodable.

APPENDIX B

Word Attack Content in SWRL Reading Program

Block	Unit	Words
1	1	with, will*
	2	the, there, me, we*
	3	at, it, in*
	4	nap, tap
	4	sit, sat, pit, pat
	4	tin, pin, sin
	4	lip, lap, pan, pin
	4	pit, sit, sat, pat; nap, nip, sip, sap
	5	pad, sad, dad, lad
	5	net, pet, set, let
	5	pat, pit, pet, putt
	5	bat, bit, bet, but
	5	pit, lit, let, pet; band, land, let, bet; sap, sip, tip, tap; tub, sub, sip, tip
2	1	men, pen, ten, den
	1	led, bed, Ned, Ted
	1	ban, Ben, bin, bun
	1	bad, bed, bid, bud
	2	pod, sod, rod, mod
	2	dot, hot, rot, not
	2	mat, mitt, met, mutt
	2	tan, Tip, tot, tub
	3	pep, pup, pop, peep
	3	sip, sob, set, seed
	3	sheep, deep, seep, beep
	3	rush, mush, hush, shush
	4	kid, bid, hid, lid
	4	mash, bash, dash, hash
	4	did, dud, Dad, deed
	4	ram, rot, red, reed
	5	jug, thug, hug, rug
	5	fan, fed, fill, feet
3	1	sink, drink, sank, drank, sunk, drunk
	2	wing, sting, ring, swing
	3	fade, fake, fame, fate
	4	strike, stroke, stride, stripe
	5	flip, fled, flock, flunk
	6	pork, port, born, burn

Block	Unit	Words
4	1	match, patch, hatch, batch
	2	punch, bunch, peach, beach
	3	real, meal, deal, steal

*These exercises ask students to identify the word matching on orally presented word.

APPENDIX C

READING ACTIVITIES AND MATERIALS GUIDE

Block 2 Unit 1

ACTIVITY	Learn the Sound of New Word Elements	Sound Out New Words	Learn New Sight Words	Read New Words in a Story
1	*m* *ust (u.s.t)* **(Flashcards 1,2,3)**	*must (m.ust)* *am (a.m)*		*am* *mud (m.ud)* * *must* **(Storybook 1)**
2		*men (m.en)* *pen (p.en)* *ten (t.en)* *den (d.en)* **(Flashcards 4,5)**		
3			*is* *a* *put* **(Flashcards 6,7)**	*is* *a* *put* **(Storybook 2)**
4	*ed (e.d)* **(Flashcards 8,9,10)**	*led (l.ed)* *bed (b.ed)* *Ned (N.ed)* *Ted (T.ed)*		
5	*r* *tr (t.r)* *dr (d.r)* *un (u.n)* *um (u.m)* **(Flashcards 11,12,13,14)**	*run (r.un)* *trip (tr.ip)*		*run* *trip* *drum (dr.um)* **(Storybook 3)**
6		*ban (b.an)* *bin (b.in)* *Ben (B.en)* *bun (b.un)* **(Flashcards 15,16)**		
7	*h* *elp (e.l.p)* *ill (i.ll)* *im (i.m)* **(Flashcards 17,18,19)**	*help (h.elp)* *hill (h.ill)*		*help* *hill* *him (h.im)* **(Storybook 4)**
8		*bad (b.ad)* *bid (b.id)* *bed (b.ed)* *bud (b.ud)* **(Flashcards 20,21)**		
9	**Administer Unit 1 Skills Check, and complete the Class Record Sheet**			
10	**Administer appropriate Practice Exercise(s) to pupils as required.**			

* This is the first time a new storybook word has not been previously introduced to the pupils.

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